

THE VIRGINIA TEACHER



Volume III

MARCH, 1922

Number 3

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I

SUPERVISION FOR TEACHER IMPROVEMENT

Probably in no other decade has there been such a great diversification of educational thought and research as in the present. Witness the growth of educational tests and measurements, the junior high school, the reorganization of secondary school subjects, such as general mathematics, intuitive geometry, general science, etc. But in the pursuit of these new and necessary things we have lost sight of the great directing force: the unifying element which should take these other phases of education and manipulate them so as to give each its proper share in the work of fitting the child for life, and which has under its direction the actual imparting of knowledge to the child. I refer to supervision.

Possibly it is due to the fact that the supervisor is usually one of large experience in the work and we hesitate, or do not think it necessary, to examine critically his work, or estimate the efficiency of his supervision. But that such an examination or study would be profitable was brought home to the writer very forcibly during the last summer when he listened to a group of experienced teachers discussing the supervision or lack of supervision under which they were working. These teachers were students of education, many of them holding graduate degrees in education, and they discussed the question with the greatest regard for professional ethics, and yet fully ninety per cent stated with a great deal of conviction that in their present positions they had the benefit of either no supervision whatever or else received only that which was either destructive or negative.

A survey of the literature on the subject serves only to strengthen the conviction that the aims of supervision are haphazard.

If this statement seems hard to believe, pick out at random a superintendent (for in the average school the superintendent is the supervisor) and ask him to give you off-hand the standards he has in his mind when he steps into a class room, by which he expects to estimate the success or failure of the teacher in that particular recitation.

The latest, and probably the best book on the subject is that of Chas. A. Wagner, *Common Sense in Supervision*¹, but even this book shows a sad lack of unity. It deals in such a multitude of suggestions that the expectant supervisor is lost in a maze of aims and ideals.

It was through the recognition of the need of some definite standards of excellence, not too many, and yet comprehensive enough to serve as a goal for both the supervisor and the teacher, that Dr. Sturgiss Brown Davis, of the School of Education, University of Pittsburg, worked out with a class of students doing graduate work (many of them supervisors themselves) the little Improvement Card which it is the aim of this article to discuss. In the opinion of the writer it is the best piece of constructive work in supervision accomplished in many a year.

The ideals in the mind of the author of this card during its making were as follows:

1. A recitation is a piece of work to be done: the imparting of knowledge, the fixation of knowledge through drill, the application of knowledge in constructive thinking, or what not. But if at the end of the recitation the teacher can not look back over the recitation and see that piece of work accomplished, the recitation has not been a success.

2. There are certain points of technique which, for the purpose of supervision, should be few in number and yet exclusive of one another.

¹*Common Sense in School Supervision* by Charles A. Wagner. Bruce Publishing Co., Milwaukee, Wis.

FIGURE I.

TEACHERS IMPROVEMENT SCORE CARD

Attributive Values	Numerical Values	POINTS OF TECHNIQUE IN INSTRUCTION										Aims Realized	Weighted Values					
		Definite		Aims	Material			Teacher			Pupil				Yes	No		
		Yes	No		Number of the Definition used for each Point													
					Selection	Organiza- tion	Summa- ry	Direct- ness	Voice	Econo- my	Motiva- tion						Response	Individ- ual
Excellent	5														40			
Good	4														20			
Medium	3																	
Passing	2																	
Unsatisfactory	1														10			
± Units of — Difference															Tis.			

Scores Indicated by: X—Teacher, O—Supervisor

Scale of Weighted Values

Sturgiss Brown Davis, School of Education, University of Pittsburgh.

FIGURE II.

TEACHER'S IMPROVEMENT SCORE CARD

Points of Technique in Instruction

DEFINITIONS

I. AIMS—Clearly defined mental changes.

II. SUBJECT MATTER—

1. SELECTION—

1. Usefulness—in line with pupils' needs.
2. Teaching possibilities—meaningful to pupils.
3. Specific details—illustrative.

2. ORGANIZATION—

1. Dominant idea—prevalent throughout the lesson.
2. Systematic arrangement—classification of material.
3. Correlations—appropriate relationships established.

3. SUMMARY—

1. Minimum essentials—in outline form.
2. Review—critical repetition.
3. Abridgement—full meaning preserved in few words.

III. TEACHER—

1. DIRECTNESS—

1. Confidence—unconscious faith in the possibilities of the situation.
2. Enthusiasm—completeness of interest with emotion.

3. Continuity—unremitting effort for given objective.

2. VOICE—

1. Modulation—purposeful inflection
2. Enunciation—distinctness.
3. Pitch—unnaturally high or low.

3. ECONOMY—

1. Time—scheduled.
2. Energy—conserved.
3. Routine—systemized.

IV. PUPILS—

1. MOTIVATION—

1. Reasons—arguments in favor of learning.
2. Suggestions—dynamic force of ideas preserved.
3. Problems—challenge to thinking.

2. INDIVIDUAL—

1. Differences—inherent mental.
2. Difficulties—Academic obstacles for certain ones.
3. Remedial measures—proposed after diagnosis.

3. RESPONSE—

1. Contributions—for common welfare (additional data).
2. Conclusions—after all facts have been set forth.
3. Answers—to teacher's questions.

V. RESULTS—

Aims—realized, or taken for granted.

3. The supervisor should be obliged to establish definite standards of excellence which he can justify, and should see that the teacher is fully acquainted with these standards.

4. The great object in supervision is not teacher rating, but teacher improvement, and the closest co-operation and the finest professional attitude between the teacher and supervisor are necessary to accomplish this. The supervisor should be a helper, not an inspector.

5. The personal element in supervision should be reduced to a minimum. The question should be not, "What did you do?", but "What was done?"

THE CARD

Figure I shows the front of the Improvement Card, and Figure II the reverse side. It will be noticed that the Points of Technique in Instruction are classified under three heads, Material, Teacher and Pupil. Under Material is listed Selection, Organization, and Summary. Under Teacher: Directness, Voice, and Economy. Under Pupil: Motivation, Response, and Individual. The reverse side of the Card, Fig. II, gives short definitions of each of these Points of Technique with three different view-points; the aim being not to limit the professional initiative of the teacher in any way. All of these definitions should be talked over between supervisor and individual teacher or in teacher's meetings, so that both supervisor and supervised shall arrive at a common understanding in regard to each.

The following is a short discussion of each of the definitions found in Fig. II.

I. AIMS—Clearly defined mental changes. The teacher should have in mind at the beginning of her preparation for the lesson just what that mental change is to be. It might be simply an addition to the present knowledge of the child on the subject matter at hand. It might be the correction of faulty ideas of the pupils. Possibly it is a preparation or motivation lesson for work that is to come the next day. But, whatever it is, the teacher must have it clearly in mind during her preparation.

II. SUBJECT MATTER—Selection. 1. Is the selection of the material useful? If it is in line with the pupils' needs either immediately or in the near future, it

is useful. 2. In presenting the subject matter, has the teacher kept in mind the apperceptive basis of the child? Has the foundation been laid for this new mental building material? If so, it is meaningful to the pupil. 3. What illustrative material can be used in the presentation, objects, pictures, graphs, etc.

Organization. 1. The dominant idea should be clearly held up even to the extent that the supervisor, although he was not previously informed of the nature of the lesson, would be able to grasp the idea with little trouble. It should sink consciously or unconsciously into the child's mind. 2. By systematic arrangement is meant the classifying of the material in such a way that the problem is proposed and the solution reached by a logical order of procedure. This stimulates interest and avoids confusion on the part of the pupil. 3. The subject matter should be related to other knowledge in the child's life and correlation should be shown in the different parts of the same lesson.

Summary. 1. The pupils in the earlier grades especially are not capable of picking out the essential points in the lesson, so these should be outlined by the teacher or the class should be required to outline them with the guidance of the teacher. 2. Time should be given before the close of the period for a rapid review of the work of the period. This is the grouping together of the loose ends, and leads (3) to the stating of the full meaning in a few words that will stick in the child's mind. It is the recasting of the work done in a specific statement that can be mentally visualized by the child. It is especially worth while if the class can do this without the aid of the teacher.

III. TEACHER—Directness. 1. Confidence or faith in the possibilities of the situation has, without a doubt, a psychological effect on the pupils. The feeling is transmitted to them and is a stimulus to effort. 2. Confidence leads to enthusiasm. Gushiness must be guarded against, but emotion in teaching has its place and can be imparted to the child. 3. The teacher must not be sidetracked from her aim. If she goes afield for a moment it should be only to get something that will aid directly in developing the aim.

Voice. 1. Inflection is a means of interpretation of the language. It is one of the best tools in the teacher's possession, and should be used consciously and with a pur-

pose. 2. Enunciation needs no comment other than that many teachers are careless about their enunciation and have to be reminded of it by the supervisor. 3. There is nothing more nerve-racking than to be constantly in the hearing of a teacher whose voice is pitched too high or has that rasping or penetrating quality that can be more vividly recalled than described. Unless the teacher can remedy this fault the supervisor is justified in looking around for some one to take her place as soon as possible. Hard-hearted as it may seem, the school has no place for a person with such a voice. She might find her opportunity at the telephone switchboard, but it doesn't lie in the school room.

Economy. 1. By "time schedule" is meant time proportioned according to motivation, presentation, response from pupils, summary, etc. This is an important consideration. Better plan a small amount and have time for summing up. Failure to sum up the work done often means failure to put across the aim of the recitation. The simple possession of all the ingredients of the fruit cake avails little if they are not properly put together. 2. Many a teacher wears herself out by not making use of labor-saving devices, and by attempting to take upon herself too large a part of the work of the class. Good teaching is usually economical of the teacher's energy, for it transfers the initiative to the child and the teacher becomes merely the guide. 3. There are certain routine factors that function in every recitation and that tend to economy. Such routine factors, methods of presentation, methods of response, testing questions, etc., should be systematized and made use of by the teacher.

IV. PUPILS—Motivation. Thinking on the part of the pupil does not take place out of thin air. There must be something upon which that thinking is based and it should have sufficient point of contact with the child's needs or interests to stimulate thinking. The teacher must find these points of contact. It may take the form of new side lights on a former knowledge, or it may be obtained by challenging the child's convictions, or placing obstacles in the way of the pupil attaining a certain desired end. The feeling of need for this new knowledge is thus created.

Individual. 1. This is the teacher's responsibility to the pupil. Every child has its inherent mental differences. The avenue of

approach to one child may not be the same as that to another. Can the Jewish boy who lives over his father's clothing store in the "down-town" district be approached in the same way as you would approach the Slavish boy in the steel mill district, or the American boy of professional parents? 2. Does the teacher recognize the academic obstacles of her pupils; the child from whom you are getting no response? The definition of a word might be the only obstacle to a complete understanding on her part. 3. In what way does the teacher try to remedy the child's inability to grasp the "big idea"? Is she resourceful? Does she work on the basis of "Every child for himself and the devil take the hindmost", or does she have a special smile of encouragement for the slow one, a little extra explanation for the mystified one?

Response. Here is the pupil's responsibility to the teacher, and the teacher's test of her work. If the response is good and shows a grasp of the idea; if the pupils can summarize the work; then let the teacher, yes, and the supervisor, congratulate themselves, for the piece of work has been put over and the recitation has been a success.

TECHNIQUE OF THE CARD

Use by the Supervisor:

1. The supervisor shall not score the work until he can talk with the teacher, which should be as soon as possible after the recitation.
2. He shall score points listed only in the light of what he sees take place before him. Nothing is to be taken for granted.
3. His scoring shall be based on the one and only one definition communicated to him by the teacher.
4. He shall have a definite reason for every score awarded.
5. He shall indicate his scores in the proper places by a small circle and connect the circles by a continuous line.
6. He shall fill out the card before conferring with the teacher except relative to the sense in which the point of technique was used by the teacher.
7. After the supervisor has filled out his card he shall compare his card with the finished scoring of the teacher and copy the graphic scoring of the teacher verbatim on his card for the purpose of analytical comparison.

8. The scoring of the supervisor indicates his judgment of the quality of the technique used by the teacher.

Use by the Teacher:

1. The teacher is expected to score her work of instruction as she thought it took place in the particular given period. What was done yesterday or may be done tomorrow is not to be considered.

2. Whatever technique of instruction is employed must be so definitely and clearly used that the supervisor can see and understand what is being done.

3. After the class period the teacher will indicate in the designated space on the card the number of the definition chosen for each point of technique used, and communicate them to the supervisor.

4. The teacher will then score her technique with reference to quality on the basis of the definition noted above.

5. The teacher's scoring will be indicated by an X placed in the proper places and connected by a broken line.

6. Before indicating any score the teacher should think of a definite reason which could be clearly stated to the supervisor if necessary.

7. All this work is to be done independently and as soon after the class period as possible.

8. After the teacher has scored her work she will compare her card with the finished scoring of the supervisor and a copy of the graphic scoring of the supervisor transferred to her own card for the purpose of analytical comparison.

Teacher and Supervisor Working Together:

1. Both the teacher and the supervisor shall see that their respective cards are filled out by noting (a) that the number of each definition chosen is indicated in the proper place and that they correspond exactly. (b) That each space for scoring quality of work is filled out opposite the degree of excellence estimated; the symbol O for the supervisor and X for the teacher. (c) That the graphs are drawn; a continuous line for the supervisor, a broken line for the teacher.

2. The weighted values are found by multiplying the number of times any given attribute is used by its numerical value. For example: if the attribute Excellent is used three times by the teacher, the number 15

should be placed in the column of weighted values assigned to the teacher.

3. The Units of Difference are found by subtracting the numerical values of the two scores in the same column. The sign of difference is plus if the teacher's score is above, minus if below that of the supervisor. The algebraic sum of these units of difference should equal the difference in the total weighted values.

4. The Units of Difference must be satisfactorily explained. Both the teacher and supervisor must make clear the reason for the score they assigned. By this means the teacher learns the standard of the supervisor, and the supervisor can make himself better understood.

5. Perfect agreement as to standards should be the aim. If the teacher consistently marks herself higher than the supervisor it shows that her standards are probably lower than those of the supervisor. Fig. III shows result of the use of the card.

Summary: What Does the Improvement Card Do?

1. It compels the supervisor to have definite standards of excellence which he can clearly explain to the teacher.

2. It prevents the excuse of the teacher that she "doesn't know what the supervisor wants."

3. It holds the teacher to a definite problem.

4. It makes necessary frequent conferences between teacher and supervisor, and promotes mutual understanding and a fine professional spirit. As an illustration of the fine professional spirit the use of the card promotes, practically all the seminar students who were working with Dr. Davis in the preparation of the card, after seeing its use with the teachers in the university demonstration school, asked for the privilege of teaching a lesson before the class that they might get the benefit of the combined criticism of the class.

5. It changes supervision from something personal to something objective. The supervisor does not study the teacher, but the teacher together with the supervisor studies the work done.

6. The teacher has a right to know what the judgment of the supervisor is on the work supervised and the card gives her this knowledge.

C. P. S.

II

NEW PROBLEMS IN THE TEACHING OF ENGLISH

I am not a business man. Once only, so far as I can remember, have I ever attempted to sell anything. It was some hens, to my brother, long ago. After the deal, as I supposed, had been completed, but before the purchaser had actually taken possession, the hens were stolen, and I have never been able to collect a penny, though I have argued the case many times, during the past thirty years, and still hope that my brother will eventually see the error and pay me three dollars with accrued interest. I am not a business man, but I do know that in every large city there is an agency which keeps books wherein are recorded the financial ratings of all going concerns—frightful ledgers which lay bare every element of weakness and strength. There are no Bradstreet agencies in the educational field, no universally respected judges to whom one may apply for trustworthy ratings. But if opinions openly expressed in many quarters are of any value, the teaching of English, like many a business concern in these days of depression, is not in good standing. Its credit is impaired. You know this as well as I.

What do the colleges say about the young people whom we send them? What *don't* they say—Harvard and Wellesley and Columbia and universities of the Middle West, the Pacific Coast, and the South! Freshman classes in grammar and punctuation! Juniors conditioned in spelling! Even though you disapprove the College Entrance Examination Board, you cannot wholly ignore its findings; for between ten and fifteen thousand from all parts of the country take the Board examinations every June. Statistics are not at hand, but it is safe to say that only about one-half of those who try the Board's English tests receive a rating of sixty or above. History alone has a poorer record. What are business men

saying about young stenographers and sales clerks? You know. Now that war and politics are at low ebb, the metropolitan editorial writer takes an occasional shot at the way English is not taught, and the comic weekly—*Life*, for example—finds the way that English is taught a subject for mirth. School officials, of late, are openly expressing doubt whether this relatively new branch of study, which has had such a mushroom growth during the last two decades, is worth the time and the money it requires. How do boys and girls rate English, nowadays? Do they put it on a level with mathematics and chemistry, or associate it with choir practice and physical training? What do teachers of mathematics and chemistry think of the English department? I wonder. I wonder what the average English teacher thinks—on blue Mondays. I wonder—I wonder how much longer you will let me go on with this gloomy anthology.

Why don't some of you rise up in wrath and smite me, or at least say firmly, "Sir, you exaggerate. We know that all is not as it should be; anyone can see that at present we are playing a losing game. But the situation is not half so bad as you picture it. Hostile criticism and ridicule notwithstanding, you know perfectly well that in many quarters wonders are still being accomplished. Good teachers are performing miracles daily, and many are toiling faithfully with substantial results. English instructors the country over are an intelligent, enthusiastic, hardworking set. We are not ashamed of their record, if one considers all the hampering conditions."

You are right. I do exaggerate. English teachers are, rank and file, a good lot. There are hampering conditions. These conditions, some permanent, some temporary, some affecting all branches of instruction, some peculiar to English, I wish to review with you; yet not primarily by way of apology for meager results, but as a necessary preliminary to constructive suggestions looking toward improvement.

First, the amazing increase in high school attendance. Think of the growth in your city during the past twenty years. With more schools, larger schools, larger English departments, more teachers, larger class units, we are no longer retailers but wholesalers; we are quantity producers of what must be,

EDITOR'S NOTE: First presented as an address before the St. Louis Council of Teachers of English, this paper has also appeared in the February, 1922, issue of *The English Leaflet*, published by the New England Association of Teachers of English. Its publication in these pages is, of course, by permission of its author.

almost perforce, machine made goods. A large degree of necessary uniformity, hateful to strong individualities in the English department as in no other, renders ineffectual the natural, simple, wholesome methods of instruction so conspicuously effective twenty years ago.

Second, the growing heterogeneity of the school-attending population. I have in mind not alone racial complexity, but the widening gamut of mental, cultural capacity due to the invasion of high schools by children from the lower strata, at a time when so many from the best unified element in the conglomeration are slipping away to more select private schools. We welcome the children of the foreign born, usually ambitious, appreciative, teachable. We welcome those who are climbing somewhat gropingly, as if by blind instinct, to higher social levels. They are all good educational stuff. But we cannot shut our eyes to the obvious fact that such material calls for special treatment—a slower pace, a less ambitious goal, greater forbearance and sympathy, a much larger expenditure of vitality, a higher degree of skill. We have made some progress, but it may be many years before we learn how to handle economically this new situation.

Third, the growing complexity of the school curriculum. English courses, classical courses, scientific, commercial, manual courses; a wide range of electives—music, art, physical training; school clubs and associations, a distressing number of which are nearly smothering the English department,—what a contrast to the simple program of a generation ago! And meanwhile the school day has shrunk an hour or two, and the school year a week or two, and study and conference periods are disappearing, and department is grappling with department for a lion's share of the pupil's time; and English, perhaps because we teachers of English are by nature too nicely bred to grab, perhaps because our subject is such that it can be slighted without immediate catastrophe, gets what time is left, if any is left, while old-fashioned session-room singing grows into a choir, and the choir breeds courses in music appreciation and harmony, and glee clubs, and dances with concerts, and a full-fledged orchestra springs up (or spring up; I can't quite make out whether the subject of this sentence is singular or plural) over night. Thus it goes. I have somewhere read that a bill was once

introduced in the old Irish parliament to the effect that every pint measure should thereafter hold a quart.

Fourth, the growing complexity of life itself as the young now live it. What a lot is always going on! How much time church organizations alone demand of the young; and how much more is demanded by civic or patriotic associations with their drives and their pageants and their plays and their prize competitions. I believe in the Scout movement, but Scouting takes time. It is wholesome for a boy to earn a dollar now and then; but there are parents not a few who are blindly exploiting their children, making them steady wage-earners at twelve or fourteen. The high school is becoming a part-time institution. There are music lessons. There are dancing schools. I refrain from mentioning a long list of social diversions, and the fact that nowadays it takes considerable time to do one's hair even if heads are "bobbed." Enough has been said to warrant the statement that time for doing tasks out of school is not abundant, and that vitality pays toll to many interests—a condition for which boys and girls are not wholly to blame. There should be stringent game laws for the protection of youth.

Perhaps I should apologize for dwelling upon these four well recognized conditions, for they have received much attention of late. Two more remain which are not so commonly mentioned, though I think they deserve thoughtful consideration.

The first of these is *the present day spirit of youth*. I cannot adequately define it, nor trace it to any six capital sources; nor will I utterly denounce it, nor prophesy where it will lead. I do not think it possible wholly to change it by removing discoverable sources, nor do I advocate prosecuting it as criminal, nor absolutely complying with its demands. I can do little more than proclaim it. Boys and girls of today are not like the boys and girls of the previous generation. You know it. Human nature, it is true, does not change; but it is characteristic of human nature, under certain conditions, to pass through strange moods. What has wrought the change? Moving pictures, jazz, and the automobile? Is it the first page or pictorial section prominence given to the activities and the facial charms of school children? Can it be traced in part to new methods of teaching? Is it the war, which made men and

women of boys and girls, filled their pockets with spending money, loosened restraint in school and home and made it almost necessary to sanction undesirable liberty? Are the fascinating newspapers and the cheaper magazines, which are so rapidly displacing books; periodicals furnishing a panorama of all that happens, scandalous and otherwise—are they to blame? Is it the morals of pleasure-loving elders, or a reflection of the mood of unskilled labor suddenly thrust into unwonted prosperity and power? I do not know. But I sometimes wonder if the Hamelin magician has not wiped away our boys and girls and substituted changeling youth prematurely old, high tensioned, craving excitement, unable to concentrate, impatient under all restraint, skeptical concerning all authority, scorning any past more remote than day before yesterday, confident of the future without the aid of solid preparation; yet happy, beautiful as never before, active, self-possessed, capable, likable, with all their failings enviable, lovable, and, I believe, sound at heart, full of promise, the best crop the world has ever produced. No, I cannot adequately define the spirit of our youth; but I insist that it is something new, in part explaining our seeming failure, and certainly to be reckoned with in planning courses in literature and composition, where to kill the spirit and to give it free rein are alike fatal.

And now, with many misgivings, I summon courage to mention a sixth and last condition, *the activity of educational experimenters and reformers*. I call the roll, and out step opposing champions, each with plausible slogan.

"Read, read, read. Make the young read quantities of books. It is the only way to teach literature—or composition, for that matter."

"You're wrong. Read a few things thoroughly. Teach *how* to read, not how to skim."

"Read the works of contemporaries—new books, periodicals, live matter. Masterpieces are for mature minds, the cultured few."

"Read nothing but the best. Shield the young from the tawdry, bawdry trash of the unfortunate present."

"Let the child select his own reading."

"As well let him select his food and clothes. What are teachers for?"

"Keep the literature course cultural."

"Kultur! Haven't we had enough of it? Make the course practical."

"There's no such thing as English grammar. Give language a chance to grow, naturally, vigorously. Don't curb."

"You are right, sir, if you mean formal grammar. What we need is functional grammar. That's the trouble with formal grammar; it doesn't function."

"I say you are both wrong. What we need is good old fashioned grammar. It is the foundation of all expression. Technique and effective workmanship are synonymous. Drill everlastingly in grammatical technique."

"Teach self-expression."

"Self-expression! Get rid of this comic idea. Language functions mainly in plain portering, the transmission of thought untouched by personality."

"Teach composition as an art."

"Art! Teach it as a tool."

"Motivate everything."

"It can't be done. The boys and girls need hard drill."

"Socialize the recitation. Let the pupils do the teaching."

"Why have teachers at all!"

"The project method is the thing. It is so practical, and it interests the children. That is the trouble, nowadays; the children are not interested."

"Away with all projectiles; the war is over. Keep the children hard at it!"

"Correct all written work."

"Correct none. Let the children do it."

"Correct by scale. Be scientific."

"Rubbish! A satisfactory scale for measuring self-expression is an impossibility."

"Separate the swift from the slow. Do it with my intelligence test."

"Don't. This is a democracy. We should mix, not segregate."

Well, as the psychologist would say, what is your "reaction" to this roll call? I gravely remark that in each case of conflicting opinion much might be said on both sides. Much is being said. I venture to add that all these champions cannot be right, and that it must be exceedingly difficult for young and inexperienced teachers to decide which are right and which are wrong. Experimentation is a sign of vigorous life. The Middle West is to be commended for the splendid courage, the audacity, with which she tries and rejects and tries again,

while the conservative East looks on distrustfully yet not without a degree of envy. Out of the medley of conflicting opinion, good will undoubtedly come; but at present we are suffering, East and West, from the activity of extremists, each of whom, enraptured by some method or devise—never, so far as my observation goes, a new one—exalts it unduly.

Thus far I have done two things. I have given English teaching a rating—low, almost disheartening; I have enumerated conditions which, it seems to me, partly explain why the rating is so low—conditions which must be kept in mind as we meet unflinchingly the criticism that is pouring in from all sides and calmly consider what we ought to do. If I now have the temerity to offer a constructive program, please remember that the ideas and ideals do not come from any seat of authority but from a plain teacher who has taught so many years and has seen so many theories, methods, and devices come and go, that he has acquired a keen sense of human fallibility, particularly his own.

My first suggestion is that we redefine our aims; and because present conditions demand retrenchment, rigid economy, that we limit attention to the essential minima. Here is my definition:

1. *To lead the young into habits of correct, clear, truthful expression.* Notice please, the word *habits*, and think how habits are formed. Then dwell upon the three adjectives: *correct*, which sternly implies obedience to language laws; *clear*, which recognizes implicitly that a composition fails unless it transmits intelligibly the message it bears; *truthful*, which directs attention to what, in our teaching, is sometimes overlooked, the responsibility of speaker or writer toward subject matter. Habits of correct, clear, truthful expression: not a word, you notice, about training for authorship, nor training for citizenship, nor character-building; no exalting of oral or of written expression—just *habits of correct, clear, truthful expression*. This six-word definition is broad enough, practical enough, ethical enough, for me.

2. *To train the young, through habit-forming practice, to get from the printed page what has been put there, and to properly value what they get.* Is this defi-

nition too narrow? Think what the printed page may contain: facts, a picture, a chain of incidents, a course of reasoning; a flight of imagination, an appeal to the emotions; melody, exquisite artistry, the charm of personality. To get and to properly value: that is not a mean task for anybody, old or young. Is the definition too exacting? Not if properly interpreted with a true sense of the limitations of immature minds. It does suggest that English, properly taught, is not a snap course, nor necessarily a vague one, and certainly not a course in mere aesthetic enjoyment. It corrects, I hope, the notion that the English Department is an entertainment bureau, and the recitation hour a sort of party. It announces that upon the shoulders of English instructors rests a tremendous responsibility, especially in times like the present when the printed page is so influential and propaganda so cunningly disguised, and our young are exposed as never before to a deluge of print in which the false and the true are not easily distinguishable, and the cheap and the coarse are set forth in alluring colors.

3. *To give the young an intimate acquaintanceship with perhaps thirty pieces of good literature, varied in kind, a less intimate acquaintanceship with two or three times as many more, and a general knowledge of what else an educated person should, as he finds opportunity, try to read.* Notice that there is no prescription as to whether the pieces shall be English, American, or Japanese, modern or ancient; they must simply be good and varied. Notice that a few are designed for permanent possession, to be worked into the system not quite like the multiplication tables and the Lord's prayer, yet permanently lodged. But the prescription recognizes also the necessity of supplementary reading under slight supervision, and also at least a superficial survey of the broad field of letters. It does not mention the cultivation of a love for literature, nor cultural training, nor equipping the young with an assortment of the high ideals which underlie the greatness of the English speaking peoples, nor art for art's sake, nor preparation for citizenship, nor Americanization. Don't think me unmoral or low-minded. I have my visions. But at present I am prescribing elementary fundamentals. Get good literature under the skin, get it into the circulatory system, do what you can to make it bone, fibre, and tis-

sue. Then trust it. I am satisfied if, when I meet a high school graduate, I can feel sure that he is thoroughly acquainted with a few worthy pieces of literature, has read in addition a reasonable number of books, and knows that he has not read all that an intelligent person should.

That you in St. Louis will accept without change my definition of aims is not to be expected; but that you adopt some definition and publish it for all teachers in all grades, all pupils, and all parents to see is, I think, essential. Such a unifying, directive, restrictive force is particularly necessary in these days when there are so many free lances among us.

My next suggestion is that the course of study growing out of this definition be specifically detailed as to minimum essentials, year by year if not term by term, from the first grade through the twelfth. I hate restraint. I hate schedules, time-tables. I like to teach what I *like* to teach, when and how I please. I don't enjoy lock-step. School supervisors will agree that in this respect I am not unique. But to English a citifful of boys and girls is a big, big twelve-year job, the biggest in the entire field of education. It cannot be handled in hit-or-miss fashion. It cannot be done if those directing the work in the lower grades and those directing the work in the higher grades cannot come to an agreement in regard to the minimum requirements for each year. There must be a consistent twelve-year program, a definite prescription, a united effort. Hard, practical sense tells us that in any large system this must be so.

But note that I am talking about minimum requirements. Individuality must not be unduly curbed. The best that is in the teacher should be allowed to come out. He must be given a wide range; so far as possible he must be free. "Compromise and barter," Burke reminds us, enter into all human relations. There should be a minimum of necessary restraint, a maximum of liberty. I know of no better plan to recommend than that which is followed in Hartford High School where the printed, fixed requirement in literature and composition is as meager as it is definite, and where, the minimum requirement once met, the instructor becomes a free agent. And I may add that much of the finest work is done by those who employ

their freedom in developing a specialty. Every English teacher should be a specialist.

My next suggestion is that in planning the course we adapt it to actual needs growing out of present conditions—make it a practical, workable course even though it may not look well in print. I have in mind two lines of training. Here is the first. We all know that certain matters which, a decade ago, called for but slight attention now demand heroic treatment. Every year, from the fourth or fifth on, we must devote five or ten minutes of nearly every recitation period to habit-forming drill—drill in spelling, in punctuation; in sentence analysis, construction, and manipulation; in the correcting of common errors; in clear interpretation of brief extracts; in planning, thinking. Call it "warming-up" drill, "setting-up" drill, military drill, or what you please. Over and over and over again must we make our pupils do certain elementary things till good habits are established. Such drill, to be effective, should be not only brief and simple enough for duller minds but carefully planned, with a definite prescription for each semester. It should be essentially uniform throughout a city system. With some hesitation I suggest, further, that, no matter how wedded we may be to the socialized recitation, we keep this work in our own hands. We must be the drillmasters. We must drive—crack the whip if necessary—make things go with a snap! Alertness, accuracy, eventually speed: we should try for these things. We should try hard.

The second line of training, more necessary today than a decade ago, is of a more agreeable character. Children of this generation should be read to and talked to. Parallel with the regular prescribed course I think there should be another, informal, shadowy, the teacher taking five or ten minutes once or twice a week to read something that he likes and perhaps talk about it a little—a page or two from a new book, a newspaper story of the better kind, an editorial, a short poem, even a single sentence with a dash of genius in it. There is contagion in this simple procedure. It is a blessing to pupils who are not brilliant yet are receptive. The best teacher I have ever known, no matter by what standards measured, does much of her finest work in this simple way. With her a recitation period is never merely a *recitation* period; it is a *giving* time. We

must all be drill masters; present day conditions demand it. But we all need to practice the fine art of giving; for really the poverty of our young is great.

My fourth suggestion is of sterner stuff. If daily assignments are reasonable and specific, so definite that the pupil knows precisely what he is expected to do, let us see that he does it. I would accept every reasonable excuse for non-performance. I would be more than considerate of all who are mentally slow. I would be courteous to all. But really, fellow teachers, it is time that we brought pressure to bear on the lazy, the indifferent, the self-satisfied, the bumptious. Let us have done with coaxing and urging and cunningly motivating, and with praising where praise is not deserved. Let us not confuse teaching with entertaining. English is not a study always to be left till all other studies have received attention, nor one to be prepared on the way to class. The English recitation is not a party, nor always a forum where views are expressed without previous thought. In part at least it is a time for hard work based upon preparation. A composition is more than words thrown together hastily; it must bear cargo. A theme spotted with errors—why should we accept it at all! Properly taught, English is the most ethical of all studies. Think of its demoralizing influence if, year after year, we tolerate superficiality and sham and sloppy workmanship. Not long ago I visited a school where the pupils were unusually alert and evidently working hard yet with pleasure. The head of the English department had found a remedy. It was heroic. It had caused a row; but it proved effective. He had failed, in one class, twenty-five per cent. He was applying a second remedy: for each year a taboo list of mistakes which simply must not be made. A single error from the published list failed a composition—reduced it to zero. The lists were brief; they dealt with simple things; but they had to be respected. I do not like such savage remedies. I do not like to use a bludgeon in teaching one of the fine arts. A cracked skull is not easily mended. But neither do I believe in legalizing habits of laziness.

A definite aim, announced, familiar to teacher and pupils and parents; a minimum course of study specifically setting forth the few things which *must* be done each year; as wide a margin of liberty for the individual

teacher as possible, but liberty gained only through doing first what the minimum course prescribes; almost daily drill, simple, brief, sharp, in elementals; informal readings and talks by the teacher, his gift graciously bestowed; a sterner insistence that when reasonable tasks are specifically assigned they be done well and promptly: these are the simple suggestions I have come so far to make.

As I review them, they seem absurdly simple suggestions to offer a great city like St. Louis famed for the progressive spirit of her teachers. But they are all that I dare to offer to any city, because of existing conditions: the growing number of school children, the heterogeneous character of these children, the congestion of the curriculum, the multiplicity of demands for time and energy made upon boys and girls by modern society, the fever for experimentation which at times approaches delirium, the new spirit of young America.

This new spirit, so maddening at times, so baffling, yet fascinating even in its frenzy, and containing so much that is fine, is, after all, the most important element in our new problem. I suspect that we must yield to it—a little. I am positive that we must deal firmly with it in all matters that are fundamentally essential. Certainly we must study it, honestly, sympathetically, till we understand it better. Perhaps the challenge it contains is precisely what some of us who are high school instructors need. I wonder, in regard to myself, whether I may not be a little more conservative than I am aware, too fond of yesterday, too suspicious of what is new. I wonder if I cannot, without surrendering anything vital, or cheapening any of the finer things which make the hard life of a teacher of English the most enviable in all the profession, better adapt my instruction to the needs of the rising generation of boys and girls, the men and women of tomorrow. Let me close by repeating that they are unmistakably a fine lot, the best the world has ever produced.

ALFRED M. HITCHCOCK

Twenty years ago about \$4,000,000 was spent in the United States for the support of normal schools. Last year \$25,000,000 was spent for their support.

III

HEALTH WORK IN OUR PUBLIC SCHOOLS

The effect of malnutrition on mental development has long been recognized. Experiments have shown that when an undernourished child is put on a nourishing diet, there is a marked improvement in his mental development. It is true also that teachers find it easier to teach a well-nourished child, and that he has greater powers of concentration and attention. It is not hard to understand this, for a starved brain cannot work any more efficiently than a starved body; and it is not surprising to find considerable retardation in malnourished children. It has been shown that in instances where it was thought to have been a case of mental deficiency, the retardation has been caused by malnutrition, and as soon as the subject was treated he became mentally normal.¹

Physical defects seem to go hand in hand with malnutrition. In children who are habitually undernourished, signs of stunted growth, nervousness, anemia, irritability, and diminished energy are soon visible. Any child who develops any of these symptoms is fatter to the man who is handicapped because of low vitality and a poorly developed body, and is therefore unable to do his part in this world's work. Proofs of this were shown when man after man was turned down as unfit for army service in the World War because of physical incapacities.

And the serious result of malnutrition is shown in increased susceptibility and lack of resistance to disease. If an epidemic of an infectious disease should attack a community, the difference would soon be shown between the properly nourished and the malnourished child. Of course it is possible, and not unlikely, that the child in good physical condition may contract the disease, but he has every chance of recovering; whereas the child in poor physical condition has a more serious case and recovers very slowly, if at all.

TEACHERS' QUALIFICATIONS

Especially in the lower grades, teachers can do much to promote good health, and have a large share in building up the health welfare of the state. But the teacher must have certain qualifications, some of which may be acquired.

To be a successful teacher of health, one should look the part and practice what one preaches. "It is inconsistent for an anemic, stoop-shouldered, disgruntled, and underweight teacher, or a heavy, flabby, loggy, one to teach health," says one authority. Health is best taught by contagion, and only the teacher who is healthy, both mentally and physically, can do it. "Every teacher should try to build up for herself a vigorous body, a serene and well-balanced mind, and a buoyant spirit." If a teacher is going to try to teach others to become healthy, she should follow the Rules of the Game herself. It is almost inevitable that a teacher who is interested in health teaching becomes robust and establishes a more normal weight. It becomes fun to play the Game with the children, who are thus inspired to build up or preserve their health. To be a good teacher of health means being a better teacher of other subjects.²

There are a great many schools in our state without school nurses or physicians, in buildings that are inadequate or unhygienic, and in communities where there is no interest taken in bettering the welfare of the children. Yet even thus handicapped every teacher can do something to remedy the situation. Here are a few suggestions made by Andress and Bragg:

1. Read the pamphlets on health teaching issued by the United States Bureau of Education, Washington, D. C.
2. Read at least one good book on health each year.
3. Get children interested in forming health habits, like cleaning their teeth, bathing more than once a week, eating green vegetables, and sleeping and resting properly.
4. Try to weigh and measure all your pupils. If you do not have scales, perhaps somebody in the neighborhood has some you might use—a groceryman or farmer.
5. Try to get co-operation of parents. Organize a parent-teacher association, or, if

¹"What is Malnutrition?" by Lydia Roberts. Bureau Publication, No. 59. Children's Bureau, U. S. Department of Labor, Washington, D. C.

²These ideas are adopted from *Suggestions for a Program for Health Teaching in the Elementary Schools*, by J. Mace Andress and Mabel C. Bragg. U. S. Bureau of Education, Washington, D. C.

you already have one, see that health topics are introduced. Invite your county superintendent of schools or a physician in good standing in the community to speak. Try to get parents to the school house, so that they may see unhygienic conditions and take an interest in their correction; also in discussing the health of the children and what they may do to help.

6. Have the children discover the conditions and plan the remedies by their own work and by enlisting the co-operation of the community.

A large number of school buildings are poorly lighted and ventilated, and have very poor seating arrangements. A teacher cannot expect the best work from her pupils under these adverse circumstances, and should, in so far as possible, do her best to overcome the difficulties. She cannot always change the windows in her schoolroom, but she can rearrange the seating plan so that the light will fall properly on children's desks. *Healthful Schools*, by Ayres, Williams and Wood, contains definite directions for adjusting desks and chairs for school children. There are ways, too, of improving ventilation.

Sanitation is so often a big problem, especially in rural schools. If this is the case, the teacher can do no better than write at once for bulletins on this to the State Health Department, Richmond, Virginia.

The organization of a Health League among the children in schools is a splendid means of interesting them in becoming more healthy. In this way, too, the parents' co-operation may sometimes be gained. Explicit instructions for the organization of such a league may be obtained from *Virginia Health Bulletin* No. 1, Vol XIII, for January, 1921.

SCHOOL NURSES AND PHYSICIANS

Wherever possible the services of a nurse and physician should be secured for the school. Only in the larger cities and towns are school physicians employed; they are exceedingly rare in rural districts. The reason for this is that they are poorly paid and work only on a part-time basis. When this is the case the work is nearly always superficial. There is great need for good school physicians, who will do their work efficiently. They are highly desirable because of the great work they are able to do toward building up vigorous health for boys and girls. They should have adequate time to advise teachers, nurses, and parents, and should be adequately remunerated for their services.

If a community cannot support both a physician and a nurse, let it by all means have a nurse. She can do a great work in advising parents of the defects of their children, so they can take them to their family physician. The nurse is needed as a connecting link between the school and the home. Besides examining pupils, in case there is no physician, and notifying their parents, she gives instructive talks on mental and personal hygiene, helps the teacher in her health work by placing charts, posters, etc., in the schoolroom, encourages vaccination, and recommends that children having any communicable disease be sent home. She is invaluable in instances where epidemic breaks out in communities.

In order to afford some idea of the splendid work of a nurse, the following reports from Virginia nurses are given:

"Miss Margaret Lambert, Red Cross public health nurse for Tazewell county, in her report for December, 1920, shows a large number of children examined besides other good work. During the month she spent fifty hours in the schools and examined 618 children. Among these she found the following defects: defective vision, 91; defective hearing, 4; nasal obstructions, 50; enlarged tonsils, 77; defective teeth, 208; malnutrition, 69; and mentally defective, 2. She referred 208 of these to a dentist, 91 to an oculist or optician, and 75 to a physician. Besides this the nurse paid 21 home visits and 4 miscellaneous visits, and gave three talks to the pupils in class. During the month 282 pupils were examined by a physician."

And again—

"Miss Hope Harris, public health nurse for North Holston, Smyth county, Virginia, sent in a very good report for December, 1920. During the month she inspected 82 pupils and found 69 of them to have defects. Defects of teeth 57, defects of tonsils 48, defects of speech 2, cervical glands 1, and malnutrition 10. She paid instructive visits to 137 pre-school children, 88 school children, 255 general patients, 20 pre-natal patients, 115 babies, and 15 tuberculosis patients, making a total of 635 instructive visits paid. She gave bedside care to 47 pre-school children, 35 school children, 141 general patients, 5 maternity patients, 11 pre-natal patients, and 28 babies, making a total of 267 people to whom bedside care was given. She gave twelve talks to pupils and visited sixteen homes of school children."

Virginia's state supervising nurse, Miss Nannie J. Minor, carries on an active program. Her work includes general supervision of public health nurses who are already in the field, stimulating communities to see the need of public health nurses where there are none, and assisting in every way

possible the general program of public health in the state.

Some of the counties in our state have public health nurses, and it would be a fine

thing if all of them had nurses. Below is a list of the twenty-eight county nurses engaged in public health work on October 21, 1921, as listed by Miss Minor:

COUNTY	NURSE	HOW FINANCED
Albemarle	Miss Martha Oakes	Supported by health unit in county.
Arlington	Miss Ella Whitten Mrs. M. A. Rudasill	Supported by County Health Unit.
Amherst	Miss Theresa Ambler	Employed by county.
Augusta	Miss Ruth Allison	Employed by Red Cross Chapter as county school nurse.
Botetourt	Miss Betty Robinson	Employed by Red Cross Chapter as County Public Health Nurse.
Brunswick	Miss Helen Brockway	Employed by county.
Caroline	Miss Lillian Gorton	Employed by Red Cross Chapter.
Chesterfield	Miss Gertrude O'Connell	Employed by Chesterfield Health Association, to which the Red Cross contributes largely
Clarke	Miss Lilie B. Groves	Employed by Red Cross.
Elizabeth City	Miss Bertha M. Winne	Employed by county.
Essex	Miss Ann Meek	Goes on duty in Essex county Nov. 15, 1921, paid by the Red Cross Chapter.
Fauquier	Nurse Daisy Greene	Supported by private contributions from colored people.
Giles	Miss Lou London	Supported by Red Cross Chapter.
Goochland	Miss Juliet Scott	Supported by county.
Greensville	Miss Lucy Hamilton	Supported by county.
Halifax	Miss Draper Fultz Miss Alice Carson	Supported by the Red Cross, but affiliated with county Health Unit.
Henry	Mrs. Freda Drewry	Supported by county.
Loudoun	Miss Anne Gulley	Paid by private contributions.
Mecklenburg	Miss Mary F. Roth	Employed by Red Cross Chapter.
Norfolk	Mrs. R. S. Dick Miss Ada B. Davis	Supported by School Board.
Prince Edward	Miss Mamie Rice	Supported by private subscriptions.
Prince George	Miss Alice B. Dugger	Supported by Red Cross Chapter.
Princess Anne	Miss Mary Patrick	Supported by Red Cross Chapter.
Roanoke	Miss Sarah Earhart	Employed by Red Cross.
Rockbridge	Miss Rubie Venable	Supported by Red Cross Chapter.
Southampton	Miss Isla Bragg	Supported by Red Cross Chapter.
Wise	Miss Rachel McNeill Miss Jane Morgan	Supported by County Health Unit.
Wythe	Miss Powhatan Stone	Supported by Red Cross Chapter.

Thirteen of these counties have nurses supported by the Red Cross. The Red Cross and similar organizations can do no better work than to furnish school nurses and physicians until the need of health work is realized by the people in the community, and until the responsibility is assumed.

The above list, it will be noted, contains only the names of the county nurses. Of course many cities maintain health nurses that are doing an equally wonderful work, but it has not been possible to obtain a complete list of these.

PHYSICAL EDUCATION

Physical exercise plays its part in the upbuilding of the health of the children. "Vigorous, happy, physical activity is a necessity for health. It develops strong

muscles, good lungs, a keen appetite, good digestion and elimination, stimulates efficient mental activity, is a preventive of bad posture, gives standards of good posture, and promotes robust health."³ If the proper amount of activity can be gotten through plays and games, especially in the open air, so much the better. Formal gymnastics may be desirable, but they are often regarded as work, unless the teacher makes them sufficiently interesting and puts enough of the element of play in them.

The physical director, if there be one in the school, has a powerful influence that may touch the whole school system. He can uplift the morale of the whole school, and instil

³*Suggestions for a Program for Health Teaching in the Elementary Schools.* J. Mace Address and Mabel C. Bragg.

in his pupils an everlasting love for the activities out of doors.

Mr. G. C. Throner, State Supervisor of Physical Education, when asked about the work of that department replied: "Briefly stated, this department is working with the State Board of Health in an attempt to have universal inspection of all school children. After this I am concerned with physical education 'which sees in measures insuring bodily health and the right kind and amount of motor activity, an avenue of approach through which the whole individual may be influenced for good in mind and character, as well as in body.'

"I am attempting to have set up twenty minutes gymnastics daily", he says further, "in addition to play, games, and athletics."

Almost all of the cities of any size now have physical directors for their schools except Danville, Bristol, Charlottesville, Harrisonburg, and Staunton. Staunton is now looking for a well-qualified man. Mr. Throner states that there are several counties that now employ physical directors towards whose salary the state gives financial aid up to \$1000.00. He says he expects to see five additional counties added to the list another year.

CLINICS

Teachers, nurses, and doctors can do a wonderful work toward building up the health of our school children, but that work can go only so far. They must have something to support them, and this is what the clinics do. If the cities support clinics, so much the better; if not, then local clinics can be arranged for by the school or county nurse. These clinics give most valuable service to children who otherwise would still remain handicapped; they are being operated in various sections of the state. Some last two days, some three or four days, and others for a week perhaps. The services of the nurses, and sometimes of the doctors, are usually free, and patients pay only as they are able. Various means are used to provide for anesthetics, medicines, gauze, etc. In some instances the children are so eager to have the clinic that they devise plans whereby money may be raised. Numbers of interesting reports are to be had on clinics that have been held, and the almost primitive conditions under which they were operated. The story is told of a child who

walked six miles to a school in Mecklenburg county to have her teeth treated. She said she would have walked six miles more if necessary to have her teeth attended to, as she had been having the toothache, and had lost lots of sleep. As her parents were poor she was treated free of charge. Nose and throat clinics are held, as well as those for dental work, and are instrumental in removing a large number of children from the invalid list.

Of the city clinics probably not one is doing any better work than that of Danville, under the supervision of Dr. P. W. Garnett. Each year a large number of school children, both white and colored, are examined and treated. Following is a brief synopsis of the work as outlined by Dr. Garnett.

Having definitely recognized that medical inspection of school children without aggressive measures in the way of follow-up work for getting corrective work done, is worth but little, we started out more than two years ago to organize clinics in order to accomplish this aim. Being at that time unable to secure funds from the city for undertaking this new line of work, for which the popular mind had not been prepared, we appealed to the local Red Cross to appropriate funds out of its balance left after the war, to enable us to begin this work and make demonstration of its value.

The first clinic that we organized was in February, 1919, and was an effort to deal with the Venereal Disease problem. We have managed to keep this going with greater or less success ever since. A little later we organized a Baby Welfare station, bought equipment and paid a special nurse for three months out of Red Cross funds. Later on we secured city appropriation for continuation of this work and established three stations at different points in the city to which mothers were urged to bring their little children for weighing, measuring, and other examinations and for advice as to proper care.

A little later we undertook to organize a dental clinic for school children and secured from the Red Cross funds with which to buy a fair dental equipment.

At first we tried out the plan of having dentists give two hours each on certain days coming in rotation. For several reasons this plan proved to be a failure and we did not succeed in getting this work going satisfactorily until we secured an appropriation from the City Council with which to employ one dentist for definite hours. At present our Dental Clinic is doing excellent work for white children.

We undertook at the beginning of this session to have the dentists of the city give their services to the extent of visiting each school for examination of the children's teeth and

charting same. We classify these charts under three heads, designated A, B, and C, depending upon the teacher's knowledge of the family economic conditions.

In class A are those children who, we believe, would have their work done privately and whom we urge to go to their own dentists. In class B are those children who we believe should have dental work done free. In Class C are those who should come to the clinic, but who should pay small fees for getting the work done. These latter two classes are therefore urged to take advantage of the opportunity offered by the clinic. One difficulty that we have at present is lack of funds to employ the dentists for a sufficient number of hours to get all the work done. We are hoping soon to be able to remedy this defect in a measure at any rate.

We are undertaking to get work started for the colored children also and have bought a portable chair and have arranged with the colored dentists to do some work in the schools themselves, getting their compensation from the small fees that Class C children can pay. We believe that this Dental Clinic is proving to be of decided value in an educational way as well as for the amount of corrective work that it actually gets done. The activities along these lines of course result in getting a considerable number of children to private dentists as well as to the clinic.

We have also been conducting Adenoid and Tonsil Clinics with a fair degree of success. We secured the use of three large rooms in a building belonging to the city. One of these rooms we fitted up for operations, the other two we used as wards, one for boys and the other for girls. Arrangements were made with a first class specialist of the city to do these operations on Friday afternoons. We usually handle five children at one clinic. They are instructed to take a laxative Thursday night, to have milk only for breakfast, and to come to the clinic at 10 o'clock Friday morning. About one-third of the children are free cases and the remaining two-thirds pay from \$5.00 to \$20.00 each.

After paying the actual expenses of extra nurse, etc., we turn the remainder of the income of the clinic over to the specialist. This clinic has handled some 125 cases at an average price of about \$5.00 and has directly or indirectly been the means of stimulating attention to the importance of having this work done for those children who need it.

SCHOOL LUNCH ROOMS

Another factor, not only in building up but also in keeping up, the health of our children of school age is the school lunch room. Startlingly large numbers of children go to school every morning without having had any breakfast, or one of such food as was probably worse than no meal at all. It has been found by teachers that children do far better work after having had a whole-

some nourishing lunch. Any teacher anywhere can provide her pupils with a simple but nourishing lunch at noon if she is interested enough. Even if she is in a country school she can cook wholesome foods like macaroni with cheese sauce, a meat and vegetable stew, or make cocoa right on top of the stove in her school room.

Small sums should be charged children who can afford to pay for their lunches, and in this way some of the expenses of a lunch room can be met. Sometimes benevolent organizations can be persuaded to contribute something toward the up-keep of a school lunch room.

Wherever there is a lunch room the difference can be noted in the appearance of the children. It isn't because children don't always get enough food at home, at least in the case with some of them, but because they don't get the right kind of food. Whether it be this cause or some other, the school lunch room, if properly conducted, can do much toward correcting it.

HOME CO-OPERATION

All corrective measures should not come from without the home, however. Teachers, nurses, and others can only advise and encourage treatment, but without the co-operation of parents or guardians very little can be done for the children. In many instances parents are grateful to the teacher or nurse who notifies them about a defect in their child and will take steps immediately to have that defect corrected. On the other hand, strange as it may seem to some of us, there are some people who do not care whether they have their children's defects remedied or not. So long as they are able to go to school and drag listlessly through day after day the parents seem perfectly satisfied, and would probably consider it money wasted were they to spend it to have tonsils and adenoids removed, or teeth and eyes treated. It is this last class that the teacher and nurse must work to win over to their side, and it will take a great deal of hard work and tact to do it, but for the sake of the children it is well worth the effort.

SUGGESTIONS FOR TEACHING HEALTH

There has been so much talk and writing about how to teach health that I hesitate to give any suggestions along that line. How-

ever, any teacher interested in the welfare of the children she has under her care can easily learn how to teach health. One of the best pamphlets a teacher could have is *Suggestions for a Program of Health Teaching in the Elementary Schools* by J. Mace Andress and Mabel C. Bragg. This is Health Education Bulletin No. 10, and can be obtained from the U. S. Bureau of Education, Washington, D. C. Then there have been a number of books written about all phases of health. A splendid bibliography may be found on the last page of the above mentioned bulletin.

The Child Health Organization, whose headquarters are in New York, is always ready and willing to help. They have numerous pamphlets and posters that are invaluable in health work, and a price list will be sent on request.

Our own State Health Department, also, is at the service of teachers. The very best thing any teacher can do for herself and her pupils is to enroll in the correspondence course that is given by a director at Richmond, who is under the State Board of Health. In order that the nature of the course be well understood, a copy of the regulations is given below.

Purpose of this Course: The provisions of the West Law have made it necessary for the State Board of Education to require from all who desire certification a course in preventive medicine and the physical inspection of school children. This course has been conducted jointly by the State Board of Health and the State Board of Education at the various state normal schools and other institutions actively engaged in preparing teachers, and at the several summer schools in the state. It has been impossible for all teachers to avail themselves of these opportunities, and inasmuch as a full certificate cannot be issued without the qualifying certificate, a correspondence course has been arranged to supply opportunity for home study to those who cannot take advantage of other means of instruction.

Scope of Instruction: This course will consist of twelve lessons covering the following subjects: Physical inspection of school children; School sanitation, or control of communicable diseases; Personal Hygiene; First aid to the injured; Physical education; Practical work; Methods of teaching Hygiene.

How to Enroll: (1) Write to Director of Correspondence Course, State Board of Health, Richmond, Va., for application blank.

(2) Fill out the blank, being careful to give all the information requested.

(3) Mail the application blank to Director of Correspondence Course, State Board of Health, Richmond, Va.

Text-books: Ritchie's *Primer of Sanitation and Physiology*; State Board of Health Bulletins, especially *The Health Manual for Teachers*, and *The Sanitary School*; State Board of Education Bulletins: *The Course of Study for Elementary Schools*, and *Physical Education*.

Method of Instruction: After the student has enrolled and secured the necessary text-books, the instruction is begun. Each lesson will contain directions for study and questions to test the student's method of work and his understanding of the subject.

After the student has thoroughly studied the lesson, he should write out his answers to the questions on good paper, in ink, together with the statement of any difficulties he has met or questions he desires to ask. These answers should be mailed to the *Director of Correspondence Course, State Board of Health, Richmond, Va.* These answers are then corrected and returned to the student accompanied by necessary explanations, together with the next lesson. In this way the student receives personal guidance and instruction throughout the course.

The director will read and criticize all papers with care, not only correcting errors, but also making such suggestions as will be helpful to the student in gaining a clear comprehension of the subject. The corrections will include errors in form, spelling, and English, because these subjects are of great importance in the work of a teacher. A passing grade of 75% is required on all lessons.

Fees: There will be no charge for this course, but all papers sent in to the director must be accompanied by return postage.

As is stated the course is free to any who desire to enroll, except for the small sum that is expended on textbooks and postage. The lessons are sent one at a time and when the course has been satisfactorily completed the student receives a certificate signed by Mr. Harris Hart, State Superintendent of Public Instruction, and Dr. E. G. Williams, State Health Commissioner. The course may be taken at any time during the year, and there is no time limit. Credit is given for this work by the State Board of Education on requirements for first and second grade certificates.

Let every teacher wake up to the fact that something must be done about the health of our state and nation. We follow the fashion is dress and conventions; now let's make it a fashion to be healthy. Shall we adopt as our slogan, as one system of schools did, "LET'S MAKE HEALTH FASHIONABLE"?

MARY PHILLIPS

IV

HOME ECONOMICS NOTES

REPORT OF COMMITTEE ON CONTENT OF
COURSE IN SPECIAL METHODS, HOME
ECONOMICS REGIONAL CONFERENCE
JANUARY 9-12, 1922
AT NEW ORLEANS

It was the function of this committee to study only *content* of special method courses. It felt, however, that it should first state what it considered necessary prerequisites, the amount of time that should be devoted to special methods, and the relationship of special methods to practice teaching. It was decided (1) that this course should be preceded by Educational Psychology, Child Study, and General Principles and Methods in Education, and such fundamental technical and related courses as will be necessary to enable the student teacher to teach a homemaking course in a vocational department. (2) That not *less* than *two* semester hours should be given to Special Methods immediately preceding, if possible, practice teaching and that instruction in Special Methods through individual weekly conferences and round table discussions should parallel the practice teaching.

*Special Methods Content**Method of Approach:*

In seeking a basis for discussion of suitable content for a special methods course in Home Economics, your committee approached the question from three angles:

First. It attempted to make a general analysis of the job of the teacher of Vocational Home Economics—what she must know and what she must do.

Second. It made an analysis of the weaknesses and failures found in the follow-up work in the field.

Third. It made a study of the outlines of the Special Methods Courses as now given by the members of the committee (these courses were surprisingly similar in content).

From these analyses and studies, the committee agreed that the Special Methods Course should provide:

I. A knowledge of the development of education in general for women and especially of Home Economics Education.

II. The best methods or technique of teaching Home Economics with special emphasis on the all day school.

III. An appreciation of the social relationships and responsibilities of the Home Economics teachers.

IV. The development of a professional spirit.

With these aims or goals in mind the following topics are suggested for a Special Methods Course:

I. *Education of Women.*

1. Review of the development of general education for women, and a study of the Home Economics movement.
2. The development of vocational education through voluntary movements and specific legislation with special emphasis on Home Economics Education in all of its phases.
3. Responses of agencies other than schools to the demand for Home Economics Education.
4. An analysis of the aims, provisions, and administration of the Vocational Educational Act, especially as it applies to Home Economics. (It is suggested that a charting of the provision of this Act from the Federal Board down to the local community in the State will enable the student to better grasp the scope of this work. An explanation of application and report blanks which the teacher must be able to fill out.)
5. The need for Home Economics Education based upon an analysis of the job of homemaking and the needs and responsibilities of the girl in:
 - a. The elementary school—rural and urban.
 - b. The Junior High School.
 - c. Vocational Schools—all day, part-time and evening school.
 - d. Normal School.
 - e. College.

II. *Methods and Technique of Teaching Home Economics.*

1. The making of courses of study based on the girl and her needs.

- a. Review of methods of presenting subject matter with emphasis on the class project and home project method.
- b. Review interest, effort, motivation, the three laws of learning, etc., as important factors to be considered in the making of a course of study.
- c. Course of study modified by:
 - (1) Locality, Nationality, Income.
 - (2) Time available for course.
 - (3) Equipment available.
 - (4) Correlation of course of study with Home Projects.
 - (5) Correlation of Home Economics with other subjects.
- d. Examination of courses of study with a detailed, critical study of the adopted course. In case there is no adopted course, the making of a type course of study.
2. Equipment: A comparative study of types, arrangements and source.
3. Text books: Standards for judging and proper use. Use of note books.
4. Reference material for teachers and students.
5. Illustrative material: Types—Blackboard, charts, posters, commercial exhibits.
Sources of.
Proper use of.
6. Administration problems:
 - a. Relation to other departments and the school as a whole, for example, responsibility for getting children out on time.
Suggestions for chapel exercises, school lunch, club work, girl scouts.
 - b. Making of schedules, reports, recommendations, budgets, etc.
 - c. Special methods of supplementing funds, for example:

- Sale of products, co-operation with cafeteria, etc.
- d. Buying and storing of supplies
- e. Department housekeeping as a model for students.
- f. Popularizing the work in teachers meetings through the press, exhibits.
- g. Co-operation in community activities: e. g., Catering for special occasions; talks to mother's clubs; the preparation and judging of exhibits for township and county fairs.
- h. Steps to take to secure affiliation.
7. Factors contributive to efficient classroom management: Knowledge of pupils; wise use of time, ability to meet emergencies, etc.
8. Review the making of lesson plans.
 - a. Practice in making of Home Economics lesson plans.
 - b. Basis for observing and judging lesson plans.
 - c. Demonstration teaching by students and special methods teacher.

III. *Social Relationships:*

In view of the fact that the success of the Home Economics teacher depends to a great extent upon her ability to fit into the social life of the community, the committee feels that some time should be devoted in a special methods course to a discussion of standards in the teacher's mode of living, dress, physical care and her responsibilities as a member of the community as well as of the school.

IV. *Professional Spirit:*

The committee feels that there should be developed in the young teacher a sense of professional responsibility in such matters as the making and breaking of contracts, loyalty to those with whom she works, an interest in professional organizations and publications, placing on file outlines of courses, records, (financial, home project,

enrollment records), illustrative material, and other helps for the teacher who follows.

The committee wishes to make the following recommendations:

1. That there be the closest possible relationship and co-operation between the Special Methods teachers and the teachers of subject matter courses.
2. That, as far as possible, a series of lessons on Special Methods in related subjects be given by the teachers of these subjects.
3. That the Special Methods teacher not only do some supervision work, but also follow-up work in order that she may determine whether methods taught by her are functioning.
4. That as an aid in teaching the analysis of the job of Homemaking as a basis of a course of study, the Federal Board be requested to make available to each person engaged in teacher-training, a blue print of the chart on the analysis of the Homemakers Job, presented by Miss Richardson at this Conference.

The committee on Content of Course in Special Methods consisted of Bess Heflin, Chairman, Austin, Texas; Margaret Jones, Montevallo, Ala.; Mrs. Clara McConnell, San Marcos, Texas; Mrs. Wm. G. Burgin, Columbus, Miss.; Mabel Chapman, Baton Rouge, La.; B. Alice Francisco, Ada, Oklahoma; and Lettie May Jenkins, Hattiesburg, Miss.

READ OUR ADVERTISEMENTS

It is the policy of THE VIRGINIA TEACHER to sell advertising space only to reputable firms. An advertisement in THE VIRGINIA TEACHER is a guarantee of the genuineness of the articles advertised.

To the educator, the advertisements of new books, new charts and maps, and the newer methods of testing ability and intellectual attainments, are as valuable, perhaps, as the column of book reviews which appears in each issue.

The advertisements of new educational publications may be classed as "news".

Read Our Advertisements.

V

COMMUNITY LIFE CAMPAIGN

The *Community Life Campaign* to be held in every community in Virginia during the month of May, is to be conducted under the auspices of the State Council of Rural Agencies. At the last meeting of the Council Chairman R. Walton Moore appointed a Committee to make plans to conduct the statewide campaign including the most remote districts of the state so as to bring about a closer and more effective co-operation among the various statewide rural agencies. The aims and purposes are:

1st. To arouse the people to a sense of community responsibility and to organize for self-help.

2nd. To promote an intelligent public sentiment by making known the best that is being done for rural improvement in Virginia and the nation, by putting struggling communities in touch with sources of help and information.

3rd. A close and more effective co-operation of all the existing agencies so that the point of view of the community will always be the point of view of each.

The slogan is "KNOW YOUR COMMUNITY BETTER."

The home, the church, the school, the farm, health, transportation and recreation will be carefully discussed and studied and efforts put forth in every county to develop progressive programs for the enrichment and development of community life. To this end the support and interest of all the teachers, ministers, school authorities, health workers, the various farmers' and citizens' organizations, the Red Cross, the editors of all newspapers, home and county demonstration and agricultural agents and all organizations engaged in statewide rural work, is being enlisted.

There will be 500 local, state and national speakers and Dr. Roy K. Flannagan, Chairman of the Speakers' Bureau, is arranging the details of that phase of the work. Hon. Harris Hart, Supt. of Public Instruction, is Chairman of the General Committee and Dr. J. P. McConnell, President of Radford Normal School, is Chairman of the Organization Committee.

The earnest co-operation of every citizen of Virginia is needed to make this Campaign a success.

THE VIRGINIA TEACHER

Published monthly by the State Normal School for Women at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the post office at Harrisonburg, Virginia, under the act of March 3, 1879.

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Manuscripts from those interested in our state educational problems offered for publication should be addressed to the Editor of The Virginia Teacher, State Normal School, Harrisonburg, Virginia.

VI

EDUCATIONAL COMMENT

GENERAL EDUCATION BOARD'S LARGE APPROPRIATIONS

"For the past two years the activities of the Board in the field of college and university education have been mainly concerned with the distribution of Mr. Rockefeller's special gift of \$50,000,000 to aid in the increase of teachers' salaries," according to the Annual Report of the General Education Board for 1920-21 just published.

Aid either through capital appropriations or annual grants has been given to 91 institutions for white students, of which 36 are endowed non-denominational institutions, 5 are non-denominational state institutions, and 91 are denominational institutions.

Departing from its former practice, the Board made appropriations at the 6 state institutions because resources were already severely taxed in certain states. These appropriations were as follows:

Alabama Polytechnic Institute, \$40,000; College of William and Mary, \$30,000; Georgia School of Technology, \$40,000; University of Alabama, \$50,000; University of North Carolina, \$50,000; University of Virginia, \$100,000.

WATCH OUT FOR EYES

Careful examination of the eyes of children in our public schools today reveals the fact that many of them are suffering from

defective or undeveloped eyes or from eye strain. Thousands of children drop out of school annually because defective vision will not permit them to keep pace with their fellows, and these thousands go out and join the vast army of "misfits." They find it hard to concentrate their attention, their heads tire quickly when they try to think, they are nervous and irritable. All this impairs their efficiency, sending their earning power far below what it ought to be.

UNCLE SAM PAYS SOLDIERS AND SAILORS IN TRAINING; WHEN WILL HE DO THE SAME FOR TEACHERS?

It is the business of everyone interested in education to insist upon the school as the primary and most effective interest of social progress and reform in order that society may be awakened to realize what the school stands for, and aroused to the necessity of endowing the educator with sufficient equipment to perform his task.—John Dewey.

BANG-WHANGING

The Measure, a Journal of Poetry, just entering the second year of its existence, has the unique plan of changing editors every three months. In indicating its poetic likes and dislikes, *The Measure* says "We are all somewhat tired of Whitmanesque mock heroics and bang-whanging; tired of stereotyped rhymes and consolations; tired of seven-day reputations stuffed with bran and hung with cowbells."

BULLETIN ON THE PROJECT METHOD

The second number in the Educational Progress bulletins published by Houghton Mifflin deals with the Project Method, and is prepared by H. B. Wilson and G. M. Wilson. The authors list the essential and desirable characteristics of a project as follows: "A good project 1) should be broad in scope, 2) should provide for the application of useful knowledge; 3) should grow out of the interest and expressed desire of the child; 4) should be understood so fully and its value should be so appreciated that the child has adequate motive for the undertaking; 5) should be conceived and largely projected by the child himself; 6) should be carried out under conditions, circumstances, or surroundings similar to those found in actual life practice; and 7) its success may be judged largely by objective standards of achievement."

VII

RECENT BOOKS OF INTEREST
TO TEACHERS

MAKING A HIGH SCHOOL PROGRAM, by Myron W. Richardson. Yonkers-on-Hudson, N. Y.: World Book Co. 1921. 27 pages. (75 cents).

In this little book of 27 pages is found a clear and concise exposition of some vitally important general principles underlying all program making in all high schools. To the efficient principal or program maker of the modern high school it will give expert assistance.

The principles outlined by Mr. Richardson have been tested in the Harrisonburg High School, which has an enrollment of 200 pupils, and found applicable and most satisfactory, thereby solving a problem that was beginning to assume a seemingly insoluble difficulty. A brief review of the book will confirm the statement that the principles are even more applicable to high schools of larger enrollments.

The outstanding features of the system are: the clear and practical application of the block system of program making, the selection of work by the pupils as an aid in making the program efficient, and the actual making of the program—all of which features are made clear by explanations, diagrams and charts.

NORMAN E. SMITH

A BOOK OF SHORT STORIES, by Blanche Colton Williams. New York: D. Appleton & Co. 1920. 291 pages.

This is a collection of stories for use in high schools, edited with introduction, notes, and biographies of the authors.

The editor has kept several objects in mind: to chose interesting stories, because the first end of good fiction is entertainment; to suggest something of the development of the modern short-story by chronological order; to include in the range of locality the East, West and South of the United States, and France and England; to represent various types of stories—the story of local color, of character, of atmosphere, and of plot. Variation is found even in the length of stories.

There are stories by Irving, Mrs. Freeman, Stevenson, O. Henry, Hamlin Garland and others. One of special interest to Virginians is "Molly McGuire, Fourteen," by Frederick Greene, which has its setting at the V. M. I. and is teeming with local color.

MARGARET V. HOFFMAN

THE VITAMINE MANUAL, by Walter H. Eddy. Baltimore: Williams & Wilkins Company. 1921. 121 pages. (\$2.50).

This "Presentation of Essential Data about the New Food Factors" gives to the layman the latest theories of nutrition, and to the student methods for laboratory testing for vita-

mines, a comprehensive discussion of the chemical and physiological properties of vitamins, a history of the development of the subject, and a complete bibliography of all subject matter published up to the present time.

In summarizing the subject matter of so large a number of research workers and putting the data before the student Dr. Eddy has performed a real service, but his practical application of all this subject matter from a dietary point of view is of the greatest value to the layman. He warns of the dangers of vitamin-deficiency diseases in infant feeding when milk substitutes are used, and advises teaching children concerning vitamins, so that they may better choose their own foods, and lay a foundation for better health and citizenship.

"The adult," Dr. Eddy says, "needs to review his feeding habits and analyze them in the light of our new knowledge." Concerning the present day fad of eating yeast cakes because of their high vitamin content he says "the same arguments apply to the use of medicinal concentrates of vitamins as apply to the use of laxatives. At times these substances are very valuable as cures, but it is better by far to so regulate the dietary habits as to avoid the necessity for their use."

"The whole subject is in too active a state of investigation," Dr. Eddy thinks, "to permit more than a record of events and their apparent bearing", but student and layman alike should be grateful indeed for the clear, concise manner in which the existing data has been arranged and presented, not only because it marked a development in scientific research but because of its very evident bearing upon the health of each individual.

GRACE BRINTON

CAKES, PASTRY AND DESSERT DISHES, by Janet M. Hill. Boston: Little, Brown & Co. 1920. 276 pages. (\$2.00).

The name itself makes one long to open the book and find a fund of new ideas. For that is really what one will find in this book, which covers a wide variety of dishes meant to please.

Who does not feel that the crowning point of the dinner, no matter how simple, is the dessert? What housewife or child does not scan pages on culinary topics for a new idea for culminating a most enjoyable meal? So here one may find just this "something different" from the simplest cake to the most elaborate confection. And, as usual from the pen of Mrs. Hill, the recipes are easily interpreted and for the finished product not necessarily extravagant. One can find a recipe for some dish that she can easily prepare and which is well within the limits of her pocket-book.

Then if she cares to have something different and is anxious to please an epicurean friend, she will be satisfied if she avails herself of the splendid recipes found in this book.

MYRTLE L. WILSON

COMMON SENSE IN SCHOOL SUPERVISION, by Chas. A. Wagner. Milwaukee, Wis.: The Bruce Publishing Company. 1921. 204 pages. (\$1.30).

SUPERINTENDENT'S NOTES OF VISITS. Bound in duplicate. 75 cents a pad.

SUPERVISOR'S NOTES OF VISITS. Bound in duplicate. 35 cents a pad.

The author of this book is himself a school superintendent who has done systematic supervision of the instruction in his schools. He has worked out a systematic program for supervision, including a set of observation blanks for an easy checking up of the work of the teacher visited. These blanks are quite suggestive. The use of such a form is liable to emphasize details but it does give the teacher a definite evaluation of her work.

It is natural that a book growing out of an actual situation should be practical and full of tangible suggestions. One can only wish that it were better written. The chapter organization is so poor that it is almost impossible to follow. Moreover the sentence structure is often exceedingly faulty.

KATHERINE M. ANTHONY

A SHORT HISTORY OF EARLY PEOPLES, by Willis M. West. Boston: Allyn and Bacon. 1922. 355 pages. (\$1.60).

The preceding books of Professor West have made all his readers familiar with his lucid, vigorous style, and we are therefore prepared to expect a high grade of excellence in this new volume; and as one opens the book and turns one page after another he is not disappointed. The author well sustains his deserved reputation, while the publishers, if possible, have outdone themselves in the arts of printer, engraver, and binder. The wealth of pictures and maps is unusual. The full page illustrations in rich colors add a rare attractiveness to the volume. The drawings that illustrate primitive life are especially good. The story begins with the cave man and comes down to Columbus—to A. D. 1500. Greece, Rome, Romano-Teutonic Europe, and the age of the Renaissance are the large subjects of the story. Government, society, and the conduct of daily life are among the topics that are emphasized. It should be a delight to teacher and pupil alike to use this book.

JOHN W. WAYLAND

MODERN ESSAYS FOR SCHOOLS, selected by Christopher Morley. New York: Harcourt, Brace & Co. 1921. 256 pages. (\$1.00).

Twenty-two essays, eleven by Americans, nine by Englishmen, and two by Canadians—almost all of them the work of "practicing journalists"—are here collected in a neat little volume that I believe is destined to enjoy a wide use in English classes.

To those who find contemporary writers preoccupied with Carol Kennicutt's unrest, these essays will bring a sense of serenity. They carry us into the hay-fields of England; into a religious peasant-home of France; to a frozen river "a winding mile from the mill-dam to the railroad trestle, where the hills

are clothed in silver mist which frames them in vignettes with blurred edges;" to Niagara where "on the edge of disaster the river seems to gather herself, to pause, to lift a head noble in ruin, and then, with a slow grandeur, to plunge into the eternal thunder and white chaos below."

There are essays with a biographical turn some concerned with literary criticism, some quickened with narrative, some rich with the humor of Max Beerbohm or Stephen Leacock. These pieces are full of graphic phrasing, and will undoubtedly stimulate students studying the art of writing. It is an admirable collection.

C. T. LOGAN

THE NATION AND THE SCHOOLS, by John A. H. Keith and William C. Bagley. New York: Macmillan Company. 1920. 364 pages. (\$1.80).

The purpose of this book is to argue for the establishment of a Federal Department of Education and for a Secretary of Education in the President's Cabinet.

The book first traces the growth of the policy of Federal aid from 1785 to the present time. Next, the present day problems and defects of public education are considered. The last part of the book is given over to a thorough discussion of the Towner-Sterling Bill as the solution of many educational difficulties.

The book is well written, and the facts and arguments clearly presented. Those interested in educational administration will wish to give the book a prominent place in their libraries.

ISABEL A. SPARROW

THE CLOUDS OF ARISTOPHANES, edited by Cyril Bailey. Oxford: Clarendon Press. 1921. 133 pages.

The Clarendon series of Latin and Greek authors owes its publication to the soundness of the claim that "in the effort to make out each individual sentence of Caesar, the pupil becomes blind to Caesar's meaning." The editors here extend to Greek drama the principle already employed in the Latin classics of printing about two-thirds of the text in English, leaving for translation the most interesting and the most typical passages.

VIII

SCHOOL ACTIVITIES

Everyone is wondering what became of the Winter Quarter. There is general agreement that only a few weeks ago we sighed because the Christmas vacation was over and it was time to get back to work!—Well, we must have been working for what seemed like a few weeks was really three months, and now Seniors are on what they call the Home Stretch.

Examinations were all scheduled for Thursday and Friday, March 16 and 17,

and there was a pretty general exodus of students over the week-end, Monday being made a holiday by faculty action. The Spring Quarter began March 21 and will end with commencement exercises June 6.

With the new quarter came new officers of Student Government and the Young Women's Christian Association. Elections had been held more than a month ago. Grace Heyl, of University, Virginia, was elected president of Student Government; Anne Gilliam, of Petersburg, vice-president; Sallie Loving, of Stage Junction, secretary and treasurer. Miss Heyl and Miss Gilliam will next year be candidates for the bachelor's degree; Miss Loving will be a post-graduate student.

Clara Aumack, of West Point, is the new president of the Y. W. C. A., succeeding Louise Bailie, of Canton, N. C. Miss Aumack's cabinet includes the following officers elected with her: Carrie Malone, of Petersburg, vice-president; Ruth Frankhouser, of Buchanan, undergraduate representative; Mary Stuart Hutcheson, of Brownsburg, secretary; Mearle Pearce, of Marietta, Georgia, treasurer.

Dormitory accommodations will be provided for approximately fifty additional students by September, it is hoped, through the construction of an apartment house on a lot adjoining the campus, according to an announcement just made in Harrisonburg. This apartment house will be erected by business interests of the city and President S. P. Duke has made arrangements for its lease to the Normal School.

A constantly growing student body at the Harrisonburg State Normal School has made imperative a program of expansion and development. The large room occupying the second floor of Harrison Hall has for some years done double duty, by means of a temporary partition, both for a dining room and an auditorium. The present student body number-

ing almost 400 has made this arrangement in Harrison Hall very difficult, and to meet the situation the Normal School Board has recently authorized the construction of one unit of a building which will be situated directly across the campus from Harrison Hall. The new building, excavations for which are now under way, is designed to provide an auditorium and additional classrooms, for which there is now great need.

It is hoped that the Alumnae Building may be completed in time for its dedication at commencement this coming June. This is the building projected in November, 1920, by alumnae of Harrisonburg, and it has just recently been put under roof.

To make the most of the unusual setting of the Harrisonburg Normal School campus, the Meehan Bros. Co., landscape architects of Philadelphia, have recently been employed to prepare definite plans for the "lay-out" of the grounds. A tentative plan has been submitted and is now undergoing revision. The proper location of trees and shrubbery, arrangement of terraces and walks, and the establishment of final grades are being cared for. Recently the handsome stone gateways at the three entrances to the campus have been hung with iron gates for both driveways and sidewalk entrances.

On Saturday night, February 18, the Varsity team played a game of special interest to the school against the Richmond Y. W. C. A. Three of our alumnae, Marian Nesbitt, Mary Jordan and Mary Davis, were on the visiting team. Our team was in such fine trim, however, that they could not be outdone and the game ended in a big victory with a score of 42-17.

The line-up was as follows:

<i>Harrisonburg</i>		<i>Richmond</i>
Long, A.	forwards	Davis
Wagstaff, Z.		Nesbitt
Bonney	guards	Jordan
Rodes, C.		Massie
Bell	center	Rinnier
Palmer	side	Patterson

Substitutes: Herringdon for Wagstaff; Brooks for Long; Wright for Rinnier; Rinnier for Patterson.

Goals: Long, 14 (2's), 1 (1); Wagstaff 1 (2), 1 (1); Brooks 5 (2's); Davis 3 (2's); Nesbitt 3 (2's).

Foul Goals: Richmond 5.

No rest for the Varsity. On Saturday, February 25, another big game was played, this time against Radford. If you've ever seen Radford's team it is quite evident why we lost. Our team did splendid work, but we couldn't hold them down. The score in favor of Radford was 25-7.

The line-up:

<i>Harrisonburg</i>		<i>Radford</i>
Long	forwards	Coates
Brooks		Thomas
Roark	center	Noe
Wagstaff, H.	s. center	Baylor
Rodes	guards	Gimbert
Bonney		Shumate

Substitutes: Davis for Bonney; Wagstaff, Z. for Brooks.

This time Farmville beat us. March third dawned as any other Darn! day and continued as any prosaic day would, even when we knew that the score was 24-19 in favor of Farmville. The game was well played by both teams. The audience expressed its pent-up excitement by hilarious yells and songs as per schedule, and when the game was really over—"and so to bed," as Pepys would say.

The line-up:

<i>Harrisonburg</i>		<i>Farmville</i>
Long	forwards	Treacle
Wagstaff, Z.		Mathews
Bell	center	Vaughan
Wagstaff, H.	s. center	Bell
Bonney	guards	Sexton
Rodes, C.		Parsons

Substitutes: Brooks for Wagstaff, Z.

Goals: Long 4 (2's); Wagstaff 3 (2's); Brooks 2 (2's); Treacle, 7 (2's), 5 (1's); Matthews 1 (2), 1 (1).

Foul Goals: Long 1; Matthews 2.

"There's to be an Alumnae-Varsity game," was the rumor, and the rumor grew until on March fourth we realized that there really was an alumnae team. With a large yelling squad to back it, composed of Post Graduate and Degree students and the alumnae in town, numbering in all possibly thirty

the alumnae team put up a good fight. However the Varsity had the speed and aiming eye so necessary for basketball and the game ended 25-12 for the Varsity.

The line-up:

<i>Harrisonburg</i>		<i>Alumnae</i>
Brooks	forwards	Steele
Segar		Nesbitt
Bell	center	McGaha
Palmer	s. center	Ward
Roark, R.	guards	Roark, N.
Rodes, C.		Rodes, A.

Substitutes: Chinault for Rodes, Lambert for Rodes.

Goals: Brooks 8 (2's), 1 (1); Segar 3 (2's), 2 (1's); Steele 1 (2); Nesbitt 2 (2's).

Foul Goals: Steele 5; Nesbitt 1.

Besides basketball there have been other diversions during the last month. There was the big dance of the quarter, given by the Blue Stone Cotillion Club February 24; there was the Senior Class party February 20; the tea given by the Home Economics Club February 18; and a party to the Degree class March 10.

And there have been entertainments: Axel Skovgaard, the Danish violinist, who played under the auspices of the Schoolma'am staff in Harrison Hall March 1; Fritz Leiber, whose presentation of *Hamlet* at the New Virginia Theatre was attended by practically all students the afternoon of March 4; Crawford Adams, last number in the entertainment series provided to students by the school. And last, but not least, came the Stratford Dramatic Club's play, "The Man Who Married a Dumb Wife", given at the New Virginia Theatre March 22.

This play, rich in mediaeval charm, is from the pen of Anatole France, recently awarded the 1921 Nobel Prize for distinction in literature. It is a delightfully whimsical entertainment and the Stratfords were wise in selecting it. The cast was as follows:

Master Leonard Botal, Judge, Grace Heyl; Master Adam Fumee, Lawyer, Blanche Ridenour; Master Simon Colline, Doctor, Mary Phillips; Master Jean Maugier, Surgeon, Louise Davis; Master Serafin Dulaurier, Apothecary, Edna Draper; Giles Bois-Courtier, Secretary, Nan Taylor; A Blind

Fiddler, Virginia Crockett; Catherine, Botal's Wife, Dorothy Fosque; Alison, Botal's Servant, Gladys Haldeman; Mademoiselle de la Garandiere, Penelope Morgan; Madame de la Bruine, Ann Gilliam; The Chickweed Man, Marie Painter; The Watercress Man, Sarah Tabb; The Candle Man, Anna Forsberg; Page to Mademoiselle de la Garandiere, Marie Cornell; Footman to Madame de la Bruine, Peggy Jones; First Doctor's Attendant, Marie Painter; Second Doctor's Attendant, Mary Hess; Chimney Sweep, Mary Hess.

President S. P. Duke, Dr. J. W. Wayland, and R. C. Dingledine are co-operating with members of the faculty of the University of Virginia in giving an extension course in history and political science in Harrisonburg. Meetings have been arranged to be held in the auditorium of the Harrisonburg high school on Wednesday nights. The extension course is under the direction of Professor T. R. Snavely, of the University.

Miss Edna Trout Shaeffer recently attended the State Music Teachers meeting in Lynchburg, and was in Nashville, March 20 to 24, as the representative of this institution at the meetings of the National Conference of Music Supervisors.

Miss Mary Louise Seeger was in Richmond February 25 to 28, where she attended a meeting of the committee now preparing a new course of study for elementary schools in Virginia.

Conrad T. Logan was one of the judges at an inter-society debate at Massanutten Academy, Woodstock, the evening of February 24.

President S. P. Duke has recently been elected vice-president of the Harrisonburg Chamber of Commerce. Mr. Duke was one of the speakers at the recent annual dinner of the Chamber of Commerce.

Dean W. J. Gifford represented the Harrisonburg State Normal School at the Chicago meeting of the National Education Association, Department of Superintendence.

Miss Katherine Anthony has returned from the George Peabody College for Teachers at Nashville where she spent the last three months doing graduate work.

IX

NEWS AND NOTES OF THE ALUMNAE

Carrie Watson writes a good letter from Boone Mill, where she is teaching this year. For two years she taught in eastern Kentucky, in a section full of stirring traditions and incidents; but she always keeps green the memory of Blue-Stone Hill.

Check No. 1 has come in from the "Brown Teapot" at Hampton. The sign is evidently a good one; for the check was a good one, and we know that the cause is a good one. The "Home-Coming House" is showing the effects of this check and of others that are coming in.

Dorothy Iden is teaching at Bluemont. She writes interestingly concerning her work and sends good wishes to Alma Mater.

Mrs. E. E. Farley is teaching at Blackstone. She has recently made inquiry concerning the helps for the teaching of Virginia history that are being reprinted in booklet form from THE VIRGINIA TEACHER.

Hazel Bellerby sends a good letter from Richmond and, incidentally a check for Alumnae Hall. She is teaching English and History in the high school and is finding her work very interesting. She regrets that the late closing of her school will prevent her presence here at commencement. Her address is 1035 W. Grace Street.

Mary Lee Meade writes from her home at "Woodlawn," Berryville. She is introducing the song, "Old Virginia," to her friends.

Stella Thompson is supervising teacher in household arts in a dozen schools of Richmond. She is enjoying her work very much and is busy; but she never gets too busy to think of Harrisonburg and to let her friends there hear from her occasionally. In her last letter was enclosed a check for Alumnae Hall.

Anna Cameron's address is 200 Middle Street, Portsmouth. She has been made chairman of a committee to draft a constitution for the Norfolk-Portsmouth chapter of Harrisonburg alumnae. In a recent letter she says: "Our girls are working very hard."

We had a card party yesterday. About seventy-five girls were there. Some have acquired wedding rings and many diamonds, but all are very loyal 'Old Girls.' "

She further says, "I am coming back to Harrisonburg this summer."

The address of Mary Lancaster Smith (Mrs. E. E. Garrison) is 1303 Delaware Avenue, Detroit, Mich. Since March 14 Ernest Ellsworth, Jr., has been taking his first lessons in music and other practical arts. He and his mother would be delighted with a post card shower from Blue-Stone Hill.

Helen Heyl is supervisor in Albemarle county, and, as anyone who knows her would expect, she is inaugurating various progressive measures in her schools. On March 22 she came over to see Grace—and others. She is always given a hearty welcome at the Normal.

Elizabeth Bowden writes from Old Church. She would like to pay us a visit, but finds her time fully taken up with her duties as a teacher.

Mary Maloy's address is McDowell. Under recent date she wrote as follows: "The school in which I am teaching is expecting to take part in the debate on the question, 'Shall the State furnish text-books for the pupils in the public schools?'"

Emily Gay Eley, on February 28, became Mrs. John Bradford Johnson. The marriage occurred at the bride's home in Norfolk.

On March 4 Mary Jones was married at her home, Basic, Va., to Mr. Paul Linton Cornett. Since March 11 the young couple have been at home at Welch, W. Va.

Helen Bowman sends greetings from her home in Petersburg, where she is teaching. She says: "I am arranging to go to Columbia University and work some on my degree this summer."

Virginia Farley is teaching at Cismont. She is planning to return to the Normal next session for further study.

She says further: "We are still working for our alumnae association. Last week we gave a moving picture benefit, but I have not yet heard how much we made. All our members have made pledges and last week I ob-

tained another personal contribution of \$5.00."

Lula Phipps sends in her subscription to THE VIRGINIA TEACHER from Chincoteague. She declares that she gets a great deal of pleasure and assistance from reading the journal. She also sends us a copy of "The Oysterette," a breezy newspaper that is published weekly by the Chincoteague High School.

Mamie Omohundro has been teaching during the last two years in Selma, a suburb of Clifton Forge. A few days ago she sent one of her newsy letters to the Normal. Following is a paragraph from it.

"The air is beginning to have a warm caressing touch, and little purple and yellow flowers are scattered thru the grass. Streams of marbles roll out of little boys' pockets every time they sit down, and a bird outside my window sings 'Wet, wet, wet,' so loud that the children can't half hear what I am saying to them. I have begun to think it's better for them to listen to the bird, anyway. —The same old signs since the world began, but they always produce a new thrill; and now they always bring memories of that frog pond, and that orchard, and all the other lovely springtime things around that lovely place—and especially Miss Cleveland and 'that Aprille with his shoures sote.'—If I don't stop now I fear I shall soon be weeping from sheer homesickness to be there."

We offer two remarks: (1) If homesickness could bring her here every time her friends wish to see her, she would have many ill-wishers, many days in the year; (2) If she ever tires of teaching we should be pleased to recommend her to journalism.

OUR CONTRIBUTORS

"C. P. S." is Clyde P. Shorts, an instructor in the Harrisonburg High School, and instructor in the Summer Session of the State Normal School at Harrisonburg.

ALFRED W. HITCHCOCK, of the Hartford (Connecticut) Public High School, is widely known for his textbooks in English composition. He is also the author of a charming book, "Over Japan Way."

MARY PHILLIPS is a member of the degree class of the Home Economics Department of the State Normal School at Harrisonburg, Virginia.

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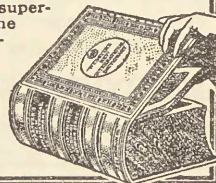
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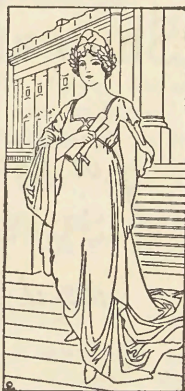
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